**Second Grade Correlations – Year at a Glance**

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|  |  | **Comprehension Toolkit Lessons** | **Jan Richardson Strategies** | **Writer’s Workshop Units of Study** |
| **Quarter 1** | **Unit 1**  **Building Bridges with Unlikely Friends** | Monitoring (3 Lessons)  Activate and Connect  (4 Lessons) | Write Predictions (pg 205)  Predict -Support-Confirm (pg 206)  Make Connections in F and NF  (pg 207 – 208)  **Retell Strategies:**  STP (pg 160)  B-M-E (pg 160)  5 Finger Retell (pg 172)  Track Character Feelings (pg 161) | **Launching the Writer’s Workshop (17 Sessions)**  Establishing procedures and routines for Writer’s Workshop  **Nonfiction Writing: Procedures and Reports (15 Sessions) Teach All About Unit (sessions 7 – 15) first, then teach How To Unit (sessions 1 – 6).**  Understanding and creating How-To texts in the unit Building Bridges |
| **Quarter 2** | **Unit 2**  **Taking Care of Ourselves** | Asking Questions  (4 Lessons) | Who? What? (pg 160)  Turning Facts Into Questions  (pg 210)  Green Questions (pg 211) | **Opinion Writing Unit**  Writing about ways to stay healthy in the unit |
| **Unit 3**  **Hand Me Down Tales from Around the World** | Inferring and Visualizing  (4 Lessons) | Predict-Support-Adjust (pg 206)  Make Inferences from Dialogue – Steps 1 – 5 (pg 231 – 233)  Character Trait Web (pg 230) | **Small Moments: Personal Narrative Writing (15 Sessions)** |
| **Quarter 3** | **Unit 4**  **The Long Journey to Freedom** | Determining Importance (3 Lessons) | **In Fiction Literature:**  VIP Literal Level (pg 215)  Who and What Literal (pg 216)  **In Information Texts:**  VIP Literal Level (pg 218)  Main Idea Question/Details(pg 218) | **Opinion/Shared Research**  Choosing a person studied who you think is the greatest hero and write about them  Write a story as if you were in the box headed to freedom (Henry’s Freedom Box)  **Writing for Readers: Teaching Skills and Strategies (editing and revising) (16 Sessions)** Teach revising and editing unit through the above pieces |
| **Unit 5**  **A Season for Chapters** | Summarize and Synthesize (4 Lessons) | **In Fiction Literature:**  S-W-B-S (pg 221)  **In Information Texts:**  Key Word/Summary (pg 222) | **Poetry: Powerful Thoughts in Tiny Packages (16 Sessions)**  **A Season for Chapters:**  Students will be reading a variety of poems. Writing their own poetry would extend their understanding of poetry. |
| **Quarter 4** | **Unit 6**  **The Wild West** | The fourth quarter should be used to spiral back to the strategies. Teachers should help students begin to understand how these metacognitive strategies work together when reading. | The fourth quarter should be used as an opportunity to explore multiple genres and blend strategies taught across the first three quarters. | **Shared Research/Informative Writing**  Write about a person who is most interesting to you from the unit, The Wild West. (Review the characteristics of an All About Book from first quarter)  **The Craft of Revision (16 Sessions)** |

Comprehension Toolkit Lessons can be divided into two or three mini-lessons and taught during Shared Reading.

Comprehension Strategies should be taught and practiced across multiple genres (for example, teach asking questions with both fiction and nonfiction texts).